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ABSTRACT

A project (MAPAR), designed specifically to explore and develop an educational program which will demonstrate effective methods for teaching the educationally disadvantaged adult, is discussed. The approach utilized by this project is that of an individualized learning center which incorporates paraprofessional teacher, self-instructional learning materials and community resources to build a curriculum suited to individual needs. Major concerns of MAPAR include: (1) identification of the educational needs of the Mexican-American and other educationally disadvantaged, (2) advancement of the family as a unit educationally and culturally, (3) vocational exploration and enculturation, (4) development of social skills for community acceptance, (5) self-identification of the Mexican-American historically and culturally, and (6) knowledge of customs and laws of Anglo society. Initial areas of concentration included organizational development, establishment of facilities, personnel requirements and responsibilities, development of community cooperation and support, materials selection and development, and evaluation and dissemination activities. Findings include: (1) The original design of the p[illegible]t proved to be fundamentally sound for the under-educated Angl[illegible]can and the Anglo-sized Mexican-American who h[illegible]pted middle class values towards education; and (2) The [illegible]gn was inefficient in meeting the needs of the Mexican-American migrant or ex-migrant with little or no language skills in English. (Author/CK)

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FINAL REPORT

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MEXICAN-AMERICAN AND PUBLIC AID RECIPIENTS PROJECT

(MAPAR)

November 1969

McMINNVILLE PUBLIC SCHOOL
SCHOOL DIST. 40 YAMHILL CO.

U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Adult, Vocational
and Library Programs

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MEXICAN-AMERICAN AND PUBLIC AID RECIPIENT PROJECT

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PROJECT DIRECTOR

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Overview

In the fall of 1968, the Bureau of Adult, Vocational, and Library Programs implemented a Special Experimental Demonstration Project in Adult Basic Education to develop and operate a centralized learning center. This learning center was to be oriented to the educational needs of the Mexican-Americans and other educationally deprived adults located in Yamhill County, Oregon. The Mexican-American and Public Aid Recipients Project (MAPAR) received funds for operation October 10, 1968.

The report herein covers the MAPAR Project activities for the first project year, October 10, 1968 through October 31, 1969. This report serves several purposes. It complies with the specific requirements of the USOE for final reports and it serves as a documentation and evaluation of project activities conducted during the funded period.

Introduction

In 1966 almost 24 million persons in the United States 18 years or over had less than an 8th grade education.[1] These are the educationally disadvantaged of our nation, the adults, who, because of critical educational deficiencies, are handicapped in employment and in meeting their responsibilities (See Table 1).

One out of every 20 Americans -- more than 11 million have less than a sixth grade education and can be considered functional illiterates,

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1- U.S. Bureau of the Census, U.S. Census of Population; 1960. U.S. Summary, Detailed Characteristics, Final Report PC (1)-ID P 1-404.

insufficiently educated to perform normally and responsibly in our complex modern society.[2]

Table 1: ADULTS IN THE UNITED STATES WHO HAVE COMPLETED LESS THAN EIGHT GRADES OF SCHOOL

Grades of School Completed	Number of Persons Age 18 or Older
None	2,365,308
1-2	1,597,167
3-4	4,669,761
5-6	7,784,950
7	6,741,290
TOTAL	23,158,476
Source: Bureau of Census	

Within this group of educationally disadvantaged and functional illiterates, are the illiterates -- those identified by the Bureau of Census as unable to read and write a simple message in English or other language. The Census Bureau estimates that slightly more than 3 million Americans, 14 years or older carry this handicap.[3]

2- Ibid.

3- U.S. Bureau of Census, 1960, op.cit.

A recent compilation from several conservative sources revealed that some 16 percent of the total Caucasion population lives in poverty (that is, has a family income of less than three thousand dollars per year); that 27 percent of the Negro population lives in poverty; and that 33 percent of the Mexican-American population lives in poverty.[4,5]

Of this large group of educationally disadvantaged, the second largest ethnic minority group, the Mexican-Americans, suffer a compound problem. The fact that most of them have learned Spanish as their first language and that millions are not fluent in English makes them no less Americans. Their interests, attitudes, and aspirations differ little from those of other Americans. Yet, they have been denied the opportunities that most other Americans take for granted. Suffering the same problems of poverty and discrimination of other minority groups, the Mexican-American is severely handicapped by this language barrier. The typical Mexican-American is born of parents who speak little or no English, and thus, Spanish becomes his only language. When he reaches school age, he is enrolled in public school where only English is accepted. Bewildered and ashamed of his "backwardness" the Mexican-American child is quickly discouraged and drops out of school within a few years, enlarging the ranks of the uneducated, unskilled, and unwanted.[6]

In 1960, one out of every four Mexican-Americans 14 years or older had no formal schooling at all, and almost one-third (30 percent) had

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4- Miller, H.P. (1964) Rich man - Poor man, Signet Books, (chap. 1&6).

5- 1967 Reader's Digest Almanac and Yearbook, pp. 443.

6- Casavantes, E. (1969). op.cit. A New Look at the Attributes of the Mexican-American, SWCEL, Inc., New Mexico.

less than five years.[7] A recent study in California showed that in some schools more than 50% of Mexican-American High school students drop out between grades 10 and 11; one Texas school reported a 40% drop out rate for the same grades.[8] In addition, it has been reported in California that Mexican-Americans account for more than 40% of the so-called mentally handicapped within that state.[9]

These facts give tragic evidence of our failure to provide genuine educational opportunities for Mexican-Americans. It has been estimated that 3.4 million to 6 million Spanish speaking Americans live in the United States.[10] These numbers rival the populations of entire nations. For that matter, this population represents about one-tenth of the population of Mexico itself.

It cannot be said that nothing has been done for the Mexican-American. The Federal government, through the Elementary and Secondary Education Act (ESEA), has given a good deal of financial aid to schools for the purpose of improving the education of Mexican-Americans. Further, state and local agencies have spent respectable sums of money and even more energy in behalf of the Mexican-American but none has given the problem the really massive thrust it needs. Although a few millions of dollars have been spent, hundreds of millions still need to be spent, and for hundreds of thousands of Americans it is even now too late.

7- U.S. Department of Labor, Manpower Report of the President.

8- Casavantes, E.J., op.cit.

9- Ibid.

10- Ibid.

Money is only one problem. Perhaps an even more serious concern is the problem of involuntary discrimination -- that is, our insistance on fitting the Mexican-American into the monolingual, monoculture mold of the Anglo-American. This discrimination plus the grim fact that millions of Mexican-Americans suffer poverty, culture isolation, and language rejection, has virtually destroyed a large percentage of them as contributing members of society.

Their is no monetary equivalent for human suffering, nor can the tragedy of wasted human lives at subsistence levels be measured in dollars. Yet some indication of the plight of millions of Mexican-Americans, the economic and social disasters and dangers with which they live can be obtained from a brief review of the disproportionate number of educationally disadvantaged among the victims of social problems.

The 1964 Economic Report of the President cited the importance of "Education as a factor in poverty." Families headed by persons with no more than an 8th grade education had a 37% incidence of poverty, as compared with 20% for the nation as a whole.[11]

The Department of Health, Education, and Welfare concludes, "disability and low levels of education go hand in hand with unemployment and dependency."[12] These facts cause substantial social concern and represent heavy drains on the public resources of every state in the union.

Whatever the total cost in dollars of the crime, unemployment,

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11- U.S. Economic Report of the President, 1964, Washington, D.C., pp.66.

12- U.S. Department of Health, Education, and Welfare, Dependent Children, pp. 18.

welfare, unused productive capacity, and lost tax revenues traceable to low levels of education, it is far greater than would be the investment to remove the plight of ignorance from the nation. In calculating such "costs" one usually does not include indirect but related costs resulting from low income, inadequate education, deteriorating housing, disease, unsanitary environment, or poor personal hygiene or health standards. All of these deficiencies affect the ability of the Mexican-American adult to meet his adult social and personal responsibilities and their children to meet school standards. Such costs quickly become unsurmountable.

Thus the cost of failing to act or to act effectively on a broad front far exceeds the cost of investing the necessary resources to attack the problem in every state, city, and rural area of our nation.

Problem

The concerns illuminated above are not peculiar to any one area of the United States but exist in varying degrees throughout our nation in both rural and urban areas. Any community or area given certain geographic and economic elements such as those present in Yamhill County, Oregon, could experience an increase in the percent of educationally disadvantaged within their boundaries.

In Yamhill County, this has been the case. During the last several years this county has experienced an influx of Mexican-Americans who have come to this area for the only work they know how to perform -- field work. Each year more and more of these Americans decide to settle in this area and raise their families. Many try to find employment during the winter months but fail because of the language barrier or because they lack the basic skills necessary for most jobs. Thus, they go on

public assistance programs to provide for their families.

An increase in the educationally disadvantaged within a community can be viewed as a threat and persons forced to conform to second-class citizenship or, the community members could attempt to provide opportunities for individual achievement and personal satisfaction through education and job placement. In Yamhill County it was felt that through community involvement, understanding and tolerance could be fostered not only within the minority group but within the community members as well. This approach should allow for more cooperation and provide increased opportunity for the educationally disadvantaged of Yamhill County.

Yamhill County Analyses

The Yamhill County economy has been undergoing a significant change in its make-up. In 1950, 42% of county employment occurred in two industries; agriculture, and lumber and wood products manufacturing. By 1960, these two industries accounted for less than 27% of total employment and were still declining in importance. Employment in the county has tended to hold somewhat steady because other industries in the county such as manufacturing of electrical equipment, transportation equipment, and food and kindred products have taken up the slack.

Yamhill County has steadily been losing out relative to the state and nation in personal income since 1950. In 1950 the county accounted for 1.69% of total personal income in the state; by 1965 this declined to 1.21%. On a per capita basis, Yamhill County residents earned $1,228 in 1950, 77.5% of per capita income in the state and 82% of per capita income in the nation. By 1965 per capita income in the county reached $1,807, yet was only 64.7% of the state level and 66% of the U.S. level. As a consequence, over one-quarter (26.8%) of Yamhill County families had earnings of less than $3,000 per year in 1959, while only 17.1% of Oregon

families earned less than this amount and only 8.7% of Yamhill County families earned more than $10,000 in the same year as against 13.9% for the state (see Table 2).

Table 2

Income Distribution

	Yamhill County	Oregon	United States
Less than $3,000	26.8%	17.1%	21.4%
Less than $4,000	37.2%	25.5%	30.9%
Less than $5,000	51.2%	37.3%	41.9%
Less than $10,000	8.7%	13.9%	15.1%

In a recent county report, Economic and Population Analysis 1967 the primary findings concluded that Yamhill County experiences:

1. Low per capita income of Yamhill County residents relative to residents of other communities and states.
2. Hignly seasonal employment pattern. (See Figure 1)
3. Loss of population, primarily persons of middle age (county population in the 20 to 64 year age group declined by 12.7% from 1950 to 1960).
4. Limited natural resources.
5. Relatively untrained or unskilled labor force compared with other areas (although considerable potential exists among the citizens of the county).
6. Limited highway accessibility of the county to areas of economic vitality and growth, like the Portland and Salem metropolitan areas.

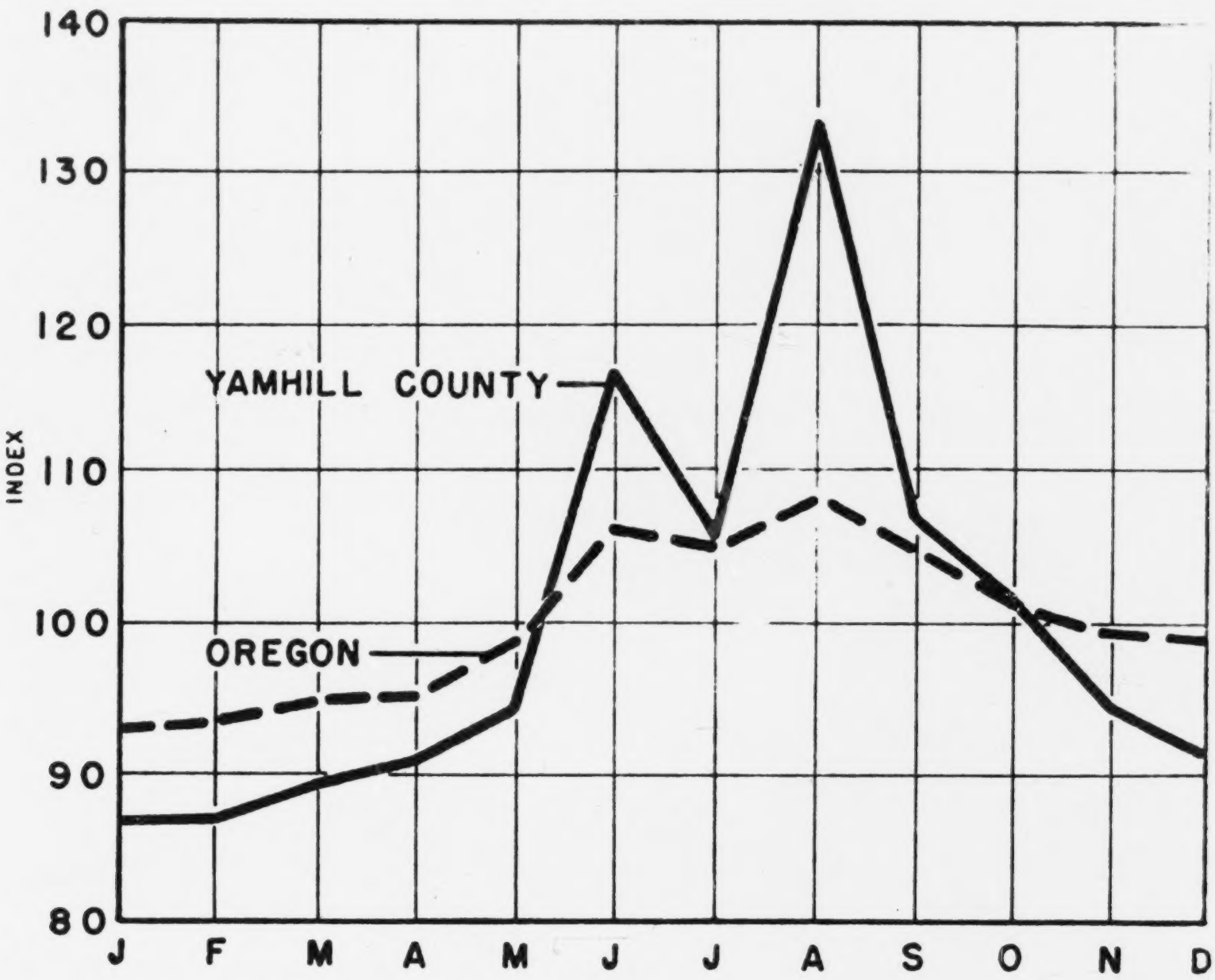

FIGURE I

INDEX OF MONTHLY EMPLOYMENT

OREGON AND YAMHILL COUNTY

(1958-65 ANNUAL AVERAGE = 100)

SOURCE: OREGON DEPARTMENT OF EMPLOYMENT

In view of the reported findings, the above report recommended that;

> "The main resources that community leaders might look to to aid the county's economy appear to be its human resources."

The report concludes by recommending strongly that for the sake of Yamhill County's overall economy and its lower income citizens a review and bolstering of vocational training facilities and programs is in order.[13]

In analyzing statewide statistics for Oregon and it's counties it was found that Yamhill County has the unenviable position of a high rating in persistent seasonal unemployment, a high number of welfare recipients and a large percentage of families with low income. (See Tables 3-6)

Table 3
SELECTED POPULATION & EMPLOYMENT DATA
Yamhill County, Oregon & the United States
1940, 1950, & 1960

	1940	1950	1960	Percent Change 1950-60	Percent Change 1940-60
Population					
Yamhill County	26,336	33,484	32,478	-3.0	23.3
Oregon	1,089,684	1,521,341	1,768,687	16.3	62.3
United States	132,164,569	151,325,798	179,323,175	18.5	35.7
Employment					
Yamhill County	9,016	12,001	11,263	-6.1	24.9
Oregon	388,798	576,401	638,824	10.8	64.3
United States	45,070,315	56,435,273	64,639,247	14.5	43.4
Rate of Unemployment					
Yamhill County	12.2	7.0	6.9	--	--
Oregon	14.1	6.5	6.0	--	--
United States	14.5	4.8	5.1	--	--

Source: U.S. Bureau of Census

13 Economic and Population Analysis, Yamhill County, Oregon, 1967. Bureau of Municipal Research and Service, U.O., February, 1967.

TABLE 4

Rank Order Of Population Of Persons Unemployed In Oregon, For Counties: 1963

Rank	County	Total Civilian Labor Force	Number Unemployed	Percent Unemployed
1	Yamhill	10,890	940	8.6
2-3	Clatsop	9,650	740	7.7
	Josephine	10,660	820	7.7
4	Morrow	1,490	110	7.4
5	Hood River	5,390	380	7.1
6	Wasco*	8,136	563	6.9
7	Lincoln	7,470	510	6.8
8	Wheeler	800	50	6.3
9	Columbia	6,660	410	6.2
10	Lake	2,790	170	6.1
11	Curry	4,960	300	6.0
12	Coos	20,230	1,170	5.8
13-18	Baker	5,270	300	5.7
	Crook	3,890	220	5.7
	Deschutes	9,380	530	5.7
	Douglas	25,230	1,430	5.7
	Klamath	17,430	1,000	5.7
	Marion*	49,917	2,856	5.7
19-22	Jackson	27,860	1,570	5.6
	Tillamook	5,700	320	5.6
	Umatilla	16,930	940	5.6
	Wallowa	2,850	160	5.6
23	Polk*	11,633	644	5.5
24	Malheur*	9,506	496	5.2
25-27	Grant	2,920	150	5.1
	Linn	22,960	1,180	5.1
	Union	6.110	310	5.1
28	Multnomah*	253,377	12,276	4.8
29	Lane	68,340	3,220	4.7
30	Clackamas*	51,035	2,310	4.5
31	Sherman*	904	37	4.1
32-33	Gilliam	1,500	60	4.0
	Washington*	40,972	1,634	4.0
34	Harney	2,870	110	3.8
35	Jefferson	4,340	150	3.5
36	Benton	17,200	550	3.2

*These figures are pro-rated on the basis of 1960 labor force statistics.

Source: Labor Force Tables: 1963 Annual Average, Department of Employment, Oregon.

TABLE 5

Rank Order Of Percent of Families With An Income Of Less Than $3,000 In Oregon, For Counties: 1960.

Rank	County	Total Number Of Families	Number of Families With Income Less Than $3,000	Percent of Families with Income less Than $3,000
1	Malheur	5,734	1,637	28.5
2	Yamhill	8,503	2,281	26.8
3	Lincoln	6,812	1,642	24.1
4	Josephine	8,168	1,952	23.8
5	Polk	7,041	1,596	22.6
6	Wallowa	1,885	423	22.4
7	Union	4,675	1,023	21.8
8	Columbia	5,841	1,263	21.6
9	Baker	4,578	973	21.2
10	Marion	28,998	6,065	20.9
11	Clatsop	7,522	1,529	20.3
12	Tillamook	4,861	982	20.2
13	Jackson	19,770	3,927	19.8
14	Harney	1,680	322	19.1
15	Linn	15,363	2,917	18.9
16	Hood River	3,623	671	18.5
17	Deschutes	5,216	1,129	18.1
18	Crook	2,540	446	17.5
19	Umatilla	11,195	1,935	17.2
20	Grant	2,041	343	16.8
21	Benton	9,299	1,548	16.6
22	Morrow	1,229	204	16.5
23	Clackamas	30,024	4,949	16.4
24	Douglas	17,666	2,895	16.3
25	Wasco	5,342	869	16.2
26	Jefferson	1,817	294	16.1
27	Coos	14,387	2,200	15.2
28	Gilliam	755	113	14.9
29-30	Lane	42,014	6,132	14.5
	Wheeler	736	107	14.5
31-32	Lake	1,877	271	14.4
	Multnomah	136,361	19,732	14.4
33	Klamath	12,489	1,796	14.3
34	Washington	24,160	3,439	14.2
35	Curry	3,736	502	13.4
36	Sherman	674	88	13.0

Source: Census of Population: 1960, Vol. 1, Part 39, U.S. Department of Commerce.

TABLE 6

Rank Order Of Percent Of Persons 25 Years and Over With Less Than 8 Years Of Education In Oregon, For Counties: 1960.

Rank	County	Total Number Of Persons 25 And Over	Number of Persons 25 And Over With Less Than 8 Years	Percent of Persons 25 and Over with Less than 8 Years
1	Columbia	12,616	2,193	17.4
2	Polk	14,522	2,493	17.2
3	Marion	68,891	10,663	15.5
4	Clatsop	16,579	2,561	15.4
5	Yamhill	18,285	2,691	14.7
6	Malheur	11,912	1,626	13.7
7	Lincoln	14,391	1,959	13.6
8-10	Crook	5,077	671	13.2
	Lake	4,014	527	13.2
	Union	10,137	1,342	13.2
11	Hood River	7,660	996	13.0
12	Tillamook	10,083	1,303	12.9
13-15	Coos	29,264	3,735	12.8
	Douglas	35,877	4,603	12.8
	Josephine	17,458	2,230	12.8
16	Jefferson	3,540	446	12.6
17	Harney	3,601	449	12.5
18-19	Baker	9,919	1,191	12.0
	Umatilla	25,088	3,002	12.0
20	Wasco	11,445	1,346	11.8
21	Multnomah	313,335	36,780	11.7
22	Linn	31,365	3,647	11.6
23	Clackamas	63,011	7,262	11.5
24	Wallowa	4,003	452	11.3
25-26	Klamath	25,517	2,846	11.2
	Sherman	1,417	158	11.2
27	Curry	7,476	831	11.1
28	Washington	50,500	5,547	11.0
29-30	Jackson	42,453	4,627	10.9
	Deschutes	13,101	1,429	10.9
31	Wheeler	1,415	151	10.7
32	Grant	4,215	447	10.6
33	Lane	85,282	8,655	10.1
34	Morrow	2,689	253	9.4
35	Gilliam	1,628	151	9.3
36	Benton	18,263	1,570	8.6

Source: Census of Population: 1960; Vol. 1, Part 39, U.S. Department of Commerce.

Yamhill County ranks first in unemployment in Oregon, over 8%; second in families earning less than $3,000, over 26%; third in aid for dependent children, 12.4% per 1000 cases; and fifth in persons over twenty-five with less than an eighth grade education. These statistics reflect the influx of Mexican-Americans within this county in the past few years. It has been estimated that over 3,100 permanent residents of Yamhill County 18 years of age or older suffer from poverty, seasonal unemployment, culture, social economic prejudices, and inadequate educational opportunities

In view of the increased Mexican-American population within Yamhill County in conjunction with the above economic and population deficiencies it is of paramount concern that a program of education assistantship and job preparation in basic skills be initiated in Yamhill County. Further, if our Mexican-American citizens are to be assimilated into our society, a new and different adult education program is required. In trying to provide a relevant, workable program, the Mexican-American Public Aid Recipients Project has initiated such a program. On the following pages the MAPAR program is given in detail.

Objectives

The Mexican-American and Public Aid Recipients Project (MAPAR) has been specifically organized to explore and develop an educational program which will demonstrate effective methods for teaching the educationally disadvantaged adult. The approach utilized by this project is that of an individualized learning center which incorporates para-professional teachers, self-instructional learning materials and community resources to build a curriculum suited to individual needs.

MAPAR is an experimental five-year project with the following major concerns:

-Identification of the educational needs of the Mexican-American and other educationally disadvantaged.

-Advancement of the family as a unit educationally and culturally.

-Vocational exploration and enculturation.

-Development of social skills for community acceptance.

-Self-identification of the Mexican-American historically and culturally.

-Knowledge of customs and laws of Anglo-Society.

-Development of knowledgeable leadership in understanding the principles of national, state, and local civics.

-Community education to develop understanding of the Mexican-American and his culture.

-Teacher training encompassing training of minority teachers, para-professionals, and education students.

The initial year of operation for the MAPAR Project was designed to be a building period. In order for the overall five-year program to successfully achieve its main goals, and adequate foundation was

necessary. The following objectives represent the initial effort in the development of this foundation:

(1) To develop a continuous, flexible educational program which will adjust its curriculum to meet the needs of individuals.

It is the desire of the MAPAR Project to develop and provide a systematic educational program for the Mexican-American and other educationally disadvantaged. This program, it is hoped, will have demonstrable effects in not only the teaching of basic skills, but will demonstrate innovative approaches to individual and community involvement, materials development, and the use of para-professional aides.

(2) To locate and recruit the Mexican-American and other educationally disadvantaged adults who reside in Yamhill County, Oregon.

The MAPAR Project sees as a primary concern the identification and recruitment of Mexican-American and other public aid recipients who are in need of basic skill instruction. It is hoped that these "ex-migrant", Spanish-speaking adults can not only be encouraged to attend the MAPAR Center but will actively become involved and identify with the community and its members.

(3) To identify and develop an in-service teacher training program for the minority group teacher and the Mexican-American paraprofessional.

The MAPAR Project is exploring a variety of innovative teaching techniques, e.g., modular scheduling, programmed instruction, etc., in an attempt to develop an educational program which has a demonstrable effect upon its students. In

accomplishing this, a different approach than traditionally used is needed. This new approach will require different skills from its teaching staff. MAPAR is identifying the new skills required of its teachers and aides and is building a training program which will provide such skills. This program will depend heavily upon the Mexican-American para-professionals.

(4) To identify and develop basic instructional materials which are culturally relevant and demonstrate effective learning.

The MAPAR Project is concerned with the lack of instructional materials available for the teaching of the Spanish-speaking, educationally disadvantaged. MAPAR will identify content areas which lack quality learning materials and develop bi-lingual, culturally relevant materials. Such materials will have short-term behavioral criteria of immediate or practical application.

(5) To promote and develop local community resources which will contribute to the establishment of a student-centered curriculum.

In order to achieve the broader goals of the MAPAR Project, it is mandatory that community involvement be initiated in the very beginning. The community will aid in the development of the curriculum, serve as a laboratory for application of practical skills, and help in the development of community understanding and creation of new opportunities for the overall advancement of MAPAR students.

Procedures

In order to accomplish the objectives outlined for the MAPAR Project the following areas of concentration were developed in the initial design for the first year of operation.

Organizational Development

As originally conceived the MAPAR Learning Center was organized as an Adult Basic Education Program. It was to incorporate modular scheduling in conjunction with regular classroom instructional techniques. This structure consisted of four basic units of instruction, i.e., English as a Second Language (ESL), math-science instruction, communication skills instruction, and applied civics instruction. This structure was developed to allow for separation of those students requiring basic ESL instruction and those who could already speak English and function in an English oriented classroom or program.

It was felt that the student would be channeled into one of two basic programs. The first program effort emphasized the development of oral and written language skills and the second program involved the students who had at least a minimum command of the English language. It was assumed that without such basic language skills, instruction in the other areas (except math) would be of little or no value.

Upon entering the Learning Center, the student was interviewed by the counselor and placed in the appropriate program and instructional sequence in one of several program areas, i.e., English as a second language, language arts, and science skills.

Each classroom developed in the organizational structure was treated as a separate unit with its own teacher and teacher's aide. The teacher and teacher-aide utilized small group instructional techniques

within these separate classrooms for grouping students at comparable levels. Th[illegible] was used primarily in the skill areas rather than in the ESL classroom.

In conjunction with the above day program, the MAPAR Project was designed to include an evening individualized learning program. The night program was directed at the educationally handicapped adult with an equivalent of a fourth grade achievement level or more. The night program was funded primarily by the state but was controlled and directed by the MAPAR Project.

For all intent and purposes both Federal and state programs have the same basic educational objectives and design. However, the nature of the Federal grant states the emphases of the demonstration project be placed on the Mexican-American and public aid recipient. Dispursement of state and local funds has provided the opportunity to serve the Anglo-American, Anglosized Mexican-American, and other minority group adults who desire advanced basic skill development.

Establishment of Facilities

The educational facilities required by the MAPAR Project includes space for a library study center utilizing individualized study carrels, 3 classrooms, a student lounge area, a testing area, receptionist area, office space, and work and storage facilities. A downtown location with easy access and parking facilities was preferred. This detachment from the public school facility was felt essential for the Mexican-American and under-educated adult. By providing an adult learning center, the previous detrimental effects of the Anglosized school setting should be minimized.

Personnel Requirements and Responsibilities

In order to adequately administer the MAPAR Project, the following staff positions and responsibilities were developed.

Project Director. The responsibilities of the Project Director include:

-General design of the overall program.

-Negotiate with school board for support and policy.

-Establish physical structure of program, e.g., space, equipment, etc.

-Hire staff and support personnel for educational programs.

-Serve as authority for decisions on policy and financial aspects.

-Oversee the program procedures and development.

-Establish procedures for the mechanics of project bookkeeping.

-Consult with staff members relating to program development, policy, and other programs.

-Public relations with community and county, e.g., inform on activities, act as resource and liaison between community groups and Mexican-American groups, encourage activities that will result in desirable interaction between community and Mexican-American populations.

-Provide interagency coordination for overall student development.

-Maintain contact with other educational projects throughout the U.S. involved in similar work.

-Contact and establish working relationships with business and industrial groups in areas of vocational guidance and job opportunities of cultural minority groups in the area.

-Maintain personal contact with the students and serve as additional "listening post" to student problems and inquiries as demanded.

-Serve as back-up and consultant for immediate supporting staff.

-Serve as final authority in most matters not covered under general practices and procedures.

-Evaluation of projects and reports required concerning activities and development of the MAPAR Project.

Center Director. The primary responsibilities of the Center Director are:

-The overall curriculum development and supervision of the various programs.

-Teacher supervision and counseling.

-Teacher training, e.g., arrange for workshops, serve as resource person, conduct sessions in culture and poverty, programmed instruction, education-philosophy and attitudes, etc.

-Selection of reference materials for teacher information.

-Evaluation of teaching materials and methods.

-Gather statistical information and data for reports on center activities.

-Aid in planning and organizing or program.

Field Counselor: The responsibilities of the Field Counselor are:

-Supervise and organize home study programs.

-Establish contact with business, industry and other community agencies.

-Establish and maintain rapport with student population.

-Advise, counsel, and tutor individuals in personal and academic problems.

-Contribute to organizational planning for MAPAR Project.

Teaching Personnal. The teaching staff consisted of a certified teacher in the areas of English as a second language, math and science skills, and communciation skills. The primary responsibilities of the

teachers consisted of:

-Curriculum coordination and materials development.

-Assessment of student capabilities and designing of educational programs to meet individual needs.

-Identification of new materials and teaching techniques in specific skill areas.

-Supervise teaching aides and act as resource person.

-Involvement in continuous in-service training.

-Evaluate materials, programs, and individual student progress, and provide feedback information from students.

-Recording of student achievement data.

-Counseling and guidance for individual students with academic and personal problems.

Para-Professional Staff. In order to facilitate the teaching in the MAPAR Project, para-professional aides are employed for each skill area and an additional para-professional is employed to assist the field counselor. The responsibilities of the para-professional aides are as follows:

-Serve as liaison for interpreting and understanding Mexican-American language and culture.

-Aide in class organization and utilization of audiovisual equipment.

-Involvement in materials development under the supervision of the professional staff.

Field Assistant (Para-Professional Aide). The field assistant assumed the following responsibilities:

-Assisted field counselor in recruitment activities.

-Served as resource person for Mexican-American community.

-Arranging and organizing learning seminars outside of the Learning Center.

-Liaison activities between Mexican-American students and the center staff, the various community growers, and the other community agencies in the county.

-Gathering evaluation data from the Mexican-American population.

-Providing educational counseling.

-Serving as an advisor in helping to determine the relevancy of the center educational materials and learning experiences.

Supporting Day Staff. In order to adequately administer the educational program as designed, the MAPAR Project also includes a staff consisting of a full-time librarian, a librarian para-professional assistant, a part-time secretary and bookkeeper, and a part-time audio-visual technician and office assistant.

Night Program Personnel. The night school personnel consisted of one Director-Counselor, three certified educational assistants, and one para-professional aide. The responsibilities assumed by these staff members paralleled the daytime assignments. However, the basic format was different in that independent study was a primary objective in the night program.

Staff Preparation

The staff preparation included an introductory training session consisting of 30 hours of classroom instruction conducted by the Oregon State System of Higher Education. This preliminary session was designed to develop the skills necessary to assess student deficiencies and to develop educational programs which would meet various individual needs. As originally conceived, this approach was to utilize commercially prepared materials, selected and arranged in a programmed instructional format. This format was to provide for individualized instruction,

self-pacing and a multiple approach to predetermined performance competencies in the basic skill areas. The individualized programs were to be developed and supervised by specific content area specialists used as project consultants and programmers.

Further staff preparation included the attendance by key teaching staff members at a variety of training institutes designed to improve instruction for the Mexican-American minority group. The primary teacher training institutes included three such workshops. The first involved the Valley Migrant League Program. This workshop consisted of 30 hours of instruction to develop an awareness and understanding of the Mexican-American culture and of rural poverty. The second major institute was the Proteus Teaching Training workshop held in McMinnville, Oregon. This workshop consisted of 32 hours of teacher preparation in microteaching and development of microteaching learning units for the Spanish-speaking student. The third major teacher training workshop was conducted by the Southwestern Cooperative Educational Laboratory at Albuquerque, New Mexico. This two-week workshop consisted of teacher preparation in instruction of the Mexican-American in the use of the para-professional aide. Additional workshops and training institutes were attended by key staff members as the need and opportunities arose, e.g., Laubach Reading Institute (Nov. 1968) in Portland, Oregon, the Teaching Training Workshop (July, 1969) in San Diego, California.

Recruitment of Students

The recruitment of students was to be conducted via the use of a field assistant, advertisement in the news media, and through various public agencies. A summer "camp program" was also conducted to interest and recruit students. The "camp programs" were to enhance the camp-owner and worker relationship and provide information about MAPAR to the hard-core

educationally disadvantaged.

During the winter months, home programs were designed to continue the recruitment activities and provide additional educational opportunities.

Development of Community Cooperation and Support

This was a paramount concern this initial year. It is our conviction that a cross cultural approach to education is needed within a community, that such understanding comes only through interagency or interaction between groups. With previous experience in adult education and knowledge of some of the interests in the community, it seems natural to assume that the community-center programs would in some respects be an extension of the regular adult educational programs now in operation. Such programs were to be taught by the Mexican-American to the Anglo Society and were to include such courses as conversational Spanish, Mexican cooking (which would be unique in this area), or an adult program under the format of a Latin-American travel-log, actually a class in cultural understanding.

Another area of possible value related to the use of business managers as Ex-officio staff members in connection with vocational orientation, job application, various job exploration opportunities and application of required skills. It was felt that anyone becoming involved with the students would react favorably to them and to the purposes of the project if this involvement was properly structured. Further, it was hoped that through such activities, students within the program would be given job opportunities and that further training opportunities would be developed within the community.

Another activity designed for public relations was the Fiesta Days Program arranged in cooperation with the Chamber of Commerce of McMinnville. This was not difficult to arrange and was developed with the full

cooperation and help of the center students.

Materials Selection and Development

The learning materials and equipment needed to operate the Learning Center were purchased cautiously at the start of the program. Further selections were made as educational material needs were established. Materials and equipment purchased were obtained to facilitate the Center's concept of learning. With the use of flexible modular scheduling and an emphasis on independent study, material selection and development was to focus around commercially prepared programmed units. The completed learning units were to allow each student to progress at his own pace and with maximum diagnostic information for teacher use. Each unit was to utilize a behavioral outcome approach which would allow the teacher as well as the learners a measure for evaluating progress. Enabling competencies were to lead to a terminal competency for each unit.

Materials development involved teaching the basic skills in the major areas of language arts, math, sciences, social studies, vocational orientation, cultural awareness, interculturation and English as a second language (ESL). The individual learning units were written primarily in English.

Evaluation Activities

The evaluation activities for the MAPAR Project consisted of two evaluation efforts -- formative and summative evaluations. The formative evaluation effort was primarily concerned with an ongoing, internal evaluation process carried on by MAPAR personnel and staff. The summative evaluation or external independent evaluation was conducted by an independent agency.

The formative evaluation procedures consisted of teacher evaluation through the use of video tape, student evaluation, peer evaluation, and

in-service, in-depth teacher evaluation sessions. In addition, informal evaluation by Southwestern Cooperative Educational Lab was conducted at numerous times throughout the project year.

In order to adequately assess student progress, formal tests (pre- and post) were utilized. In addition, diagnostic testing was conducted to ascertain the degree of competency upon entering the Learning Center. Informal teacher evaluation was conducted upon completion of each learning unit. The evaluation of the educational materials was accomplished primarily through student and teacher interaction. Student sessions and teacher sessions were designed to evaluate existing materials and to identify those materials which needed to be developed.

An independent evaluation of the MAPAR Project was conducted by the Evaluation Unit of Teaching Research, a Division of the Oregon State System of Higher Education. The independent evaluation efforts emphasized collection of individual data throughout the participants involvement with the Center, e.g., basic data (age, sex, etc.), attendance data, activities scheduled, hours spent, and other testing data.

Additional impact evidence was obtained through a comparative survey which entailed testing and interviewing a random sample of Center participants as well as a random sample of non-participants of like characteristics within the community. These two groups were compared with a short cognitive examination, and attitude assessment instrument (Semantic Differential) and a general interview schedule.

The independent evaluation agency also conducted several interviews with community members to determine the nature and extent of community awareness and involvement. Further, this agency assisted in the internal evaluation procedures which were conducted by the MAPAR staff (see Independent Final Report).

Dissemination Activities

The primary dissemination efforts designed for the MAPAR Project included the development of a center brochure, a center newspaper, the development of an interagency committee, establishment of a daily Mexican-American radio program, and a variety of similar activities. The purposes of the dissemination activities were three fold: (1) to inform prospective students of the educational opportunities provided by the MAPAR Learning Center; (2) to inform the community of the center's activities and to solicit support and assistance from the community; and (3) to inform other agencies and projects throughout the United States of MAPAR activities.

Project dissemination activities also included progress reports during the year and this final report upon completion of the initial project year.

General Findings

In evaluating Phase I of the MAPAR Project (fiscal year 1968-69) the following findings have both influenced and directed the development of the present program design.

The original design of the project proved to be fundamentally sound and operational for the under-educated Anglo-American and the Anglo-sized Mexican-American who has mastered the English language and adopted middle class values towards education. However, the original program design was completely inefficient in meeting the needs of the Mexican-American migrant or ex-migrant with little or no language skills in English.

The overall program format, the lack of suitable diagnostic and criterion tests, the inappropriateness and lack of learning materials, and, above all, the various faulty assumptions about the Mexican-American educationally disadvantaged all created havoc with the Learning Center's concepts and methods of teaching utilized in the original program format.

As a result of the above deficiencies, the first year's activities included a major emphasis upon the identification of student needs and the redesigning of our program to best meet these needs through an individual and small group format. The main source of information for both the identification of student needs and program redesigning come from staff experimentation with innovative evaluation techniques and teaching methods.

In the remainder of this section the basic statistics concerning the student population and the instruction provided will be given along with a detailed description of the Day Program and Night Program findings.

Location and Operation of the MAPAR School - General Description

The MAPAR Program utilized a second story location in the business district of the community of McMinnville, Oregon. It was found that by locating in the business district any stigma attached to past educational failures associated with public school or church facilities was removed. The business community was readily available for practical application of in-school learning. It further created a community awareness of the program and proved to be convenient for student parking.

The MAPAR day program for the Mexican-American, Spanish speaking, ex-migrant and migrant operates November 1st through March 31st. It is open from nine till three, six hours a day, five days a week. These hours correspond with Yamhill County's seasonal unemployment during the wet winter months.

With the above hours and the centralized location of the MAPAR Project, student attendance was regular due to the provision of a concentrated period of education that is not interrupted or hindered by outside activities or work and which is compatable with their children's attendance in the public schools. Further cooperation with farm labor employers helped tremendously.

The night program of the MAPAR Project is primarily for the advanced student (4th through 8th grade) and is open Monday through Thursday from 7:00 pm to 10:00 pm, twelve months a year. It was found that many of these students held some type of full-time or part-time job and could not attend during the day. In addition, evening teaching assignments are easier to fill with the selection utilizing (to a greater degree than the day staff) professional public school personnel.

General Statistical Data:

The MAPAR project has essentially five educational programs: the Day Program which operates November-March; the Night Program which operates year-round; the Home Program which operates during the winter months; the Camp Program which operates during the summer months; and a general Seminar and Field Counseling Program which operates year-round.

The total number of students contacted during the above mentioned programs was over 1500. Those students who received at least some form of instruction amounted to over 1400. (See tables 7-9)

During the 1968-69 school year, the Day Program had a total of seventy-nine students involved with sixty-five enrolling for instruction in three basic areas: Language; Science and Math; and English as a Second Language. The total instruction provided by the MAPAR staff included over 10,000 student hours during the Day Program and over 3,000 student hours during the Night Program. The average day student spent over 167 hours within the Center while the average night student spent approximately 18 hours. (See tables 10-14)

Of the total student hours accumulated during the Day Program, approximately 81% or over 8,860 hours were recorded by Mexican-American students. A total of 6695 hours or 62% of the total hours were recorded in English as a Second Language.

The achievement recorded for the Day students averaged slightly above 3rd grade level upon entry as measured by the Wide Range Achievement Test. The average achievement upon leaving the Center was slightly above the sixth grade level. The greatest gain was achieved in the in the reading skills with the average gain recorded at 3.8. Spelling and arithmetic skills gained on the average of two grade levels (Table 12).

TABLE 7. MAPAR STUDENT CONTACTS AND ENROLLMENT
Data by Instructional Programs

Instructional Programs	Persons Contacted	Students Enrollment Or Involved
I Day (Nov.-March)	91	65
II Night (Nov.-Oct.)	206	162
III Home (Nov.-Oct.)	30	30
IV Camp (July-Aug.)	232	232
V Counseling (Nov.-Oct.)		
Park Seminars (5 sessions)	84	84
Individual-Small Group: Interviews & Discussions	880	880
Total Number of Persons Contacted and Enrolled	1523	1453

TABLE 8. MAPAR PERCENTAGE OF ETHNIC GROUPS BY PROGRAM

Ethnic Group	Instructional Programs			
	Day (n=65)	Night-Home (n=192)	Camp (n=232)	Counseling (n=964)
Anglo	49%	81%	---	7%
Mexican-American	45%	17%	100%	92%
Other	6%	2%	--	1%

TABLE 9. MAPAR DAY PROGRAM STUDENT DATA: AGE, SEX AND ETHNIC GROUP (n=65)

Age	Anglo		Mexican-American		Other		Total
	Male	Female	Male	Female	Male	Female	
18-24	8%	8%	3%	5%	-	-	24%
25-30	3%	6%	-	2%	2%	2%	15%
31-40	3%	8%	3%	3%	-	2%	19%
41-50	-	6%	12%	8%	-	-	26%
51 +	-	1%	3%	3%	-	-	7%
Not listed	3%	3%	2%	1%	-	-	9%
Total	17%	32%	23%	22%	2%	4%	100%

TABLE 10. DAY PROGRAM: INSTRUCTION PROVIDED BY HOURS

Instructional Area	Hourly Analysis
Language Arts:	2498 hours of instruction (n=27) Average hours spent = 92.5
Science-Math:	1685 hours of instruction (n=49) Average hours spent = 34.4
English Second Language:	6695 hours of instruction (n=37) Average hours spent = 180.9
Total Hours Provided by MAPAR	10,878 hours of instruction (n=65) Average hours spent = 167.7

TABLE 11. DAY PROGRAM: PERCENTAGE ANALYSIS OF HOURS SPENT BY ETHNIC GROUPS

Hours Spent in Center	Percentage of Students (n = 65)		
	Anglo	Mexican-American	Total
0-24 hours	15%	4%	19%
25-99 hours	19%	7%	26%
100-299 hours	17%	12%	29%
300-499 hours	-	14%	14%
500 +	-	12%	12%
TOTALS	51%	49%	100%

TABLE 12. DAY PROGRAM: PRE-POST ACHIEVEMENT DATA (AVERAGE GRADE LEVEL AS MEASURED BY THE W.R.A.T.)

Area	Pre Grade Level	Post Grade Level	Average Gain
Reading	3.3	7.1	+3.8
Spelling	3.2	4.9	+1.7
Arithmetic	3.7	6.2	+2.5

TABLE 13. NIGHT PROGRAM: HOURS OF INSTRUCTION AND PRE-POST ACHIEVEMENT DATA

Instructional Hours Provided	Pre-Achievement (Average Grade Level)	Post-Achievement (Average Grade Level)
3032 hours (n=162) Average hours spent = 18.7	$\widehat{X}$ = 6.77 (n=67)	$\overline{X}$ = 8.27 (n=15)

TABLE 14. NIGHT PROGRAM: PERCENTAGE OF HOURS SPENT BY STUDENTS

Hours Spent in Center	Percentage of Students (n = 162)
0-3	20%
4-24	46%
25-49	19%
50-74	7%
75-99	2%
100 +	6%

The Night Program was much harder to control as far as individual achievement was concerned. The W.R.A.T. was administered to all students who were able to take it upon entering as in the Day Program, but a post test was not readily available. The Night students would terminate usually without forewarning thus making it difficult to acquire a post measure. For those night students administered a pre and a post achievement test, it was found that the average entry level was about the sixth grade level and the average exit level was above the eighth grade level (Table 13).

The majority of the day students (55%) accumulated over 100 hours per student. The majority of the night students (66%) accumulated less than 25 hours per student. Twenty percent of the night students spent less than one evening at the Center. Only 4% of the Mexican-American day students terminated with less than 25 hours. Over 26% of the Mexican-American students accumulated over 300 Center hours while only one Anglo student accumulated over 200 hours.

In view of the above statistics, it would appear that the Mexican-American student is more determined to learn new skills than his fellow Anglo classmate. This may also reflect the limited goals of the Anglo students or the lack of suitable counseling. In any event, it was found that all MAPAR students expected immediate, relevant instructional objectives which could be of practical use. The following sections explain in greater detail the general findings as they relate to the Day and Night Program.

Day Program Findings

The Mexican-American as a Student. The general findings concerning the Mexican-American as a student in relationship to the general MAPAR Program format are summarized as follows:

A. Student individuality and a high degree of sensitivity to both failure and accomplishments have a major significance relating to individual and group dynamics and corresponding methods of instruction.

B. Students registered resistance to that which was unfamiliar and a corresponding preference to that which was both familiar and routine.

1. Routine schedules, same instructor or instructional team and continued use of the same instructional publications. All of the above were preferred over any change or modification in the existing program.

2. Students had preconceived notions or developed strong preference for a certain instructional material over another and resisted any exposure to a variety of materials teaching a single subject. Use of a variety of materials had to be taught.

3. In areas such as computational skills the students would plateau their learning and prefer to spend time demonstrating and redemonstrating their ability to perform the task. Proper motivation to learn the next task could only be achieved, to our satisfaction, when the individual student was convinced that the next learning step would have an applied utility use.

4. Resistance to exposure to other than lecture and pencil

and paper type of education varied with the individual. The majority preferred the traditional approach, but through continued exposure acceptance and use of a variety of equipment increased and found general acceptance.

5. Modular scheduling and separate teachers for separate study skills was generally acceptable. However, the students resisted changing from this routine.

C. Social aspects of the school were of importance, both formal and informal. Time should be provided for this type of interaction. The planned student fiestas further developed a group cohesiveness among the staff and students. A publication (student newspaper) in which student contributions were used provided additional interaction for students. This provided practical experience in developing basic skills to enhance their articles to be published in the newspaper.

D. It was found that an informal school situation was appropriate. The educationally deprived adult often resisted the more formal school arrangements. They relaxed in the individualized atmosphere which enhanced student success and communication between students, teachers, and counselors.

E. The program should be concerned with the entire family of the student; and relate to their overall problems; activities of their children; their experience and progress in public schools; current family health; poor housing problems; etc.

Student Motivation. A survey of approximately forty Mexican-American students challenged our assumption that vocational and socio-economic considerations were basic motivational factors. The survey was conducted in the first month of school among regularly attending students. It was

found that educational goals were short-range and had to relate to immediate and practical rewards. Constant proof of achievement was essential to accelerated endeavor.

The survey identified three levels of Spanish speaking ex-migrants and migrants. The first level consisted of non-English speaking and illiterate in both languages. The second level consisted of non-English speaking but with some formal education in their native language. The third level consisted of native Spanish speaking who had achieved some success in the use of English language with the approximate grade level achievement of grades one through four in reading, writing, and computational skills utilizing the English language.

In analyzing level one students -- the illiterate Spanish-speaking students -- the following student expectations were found in this order of response: they wanted to <u>speak</u> English; to <u>read</u> English; and to <u>write</u> English. Their reasons were as follows:

-Their children are learning these skills and they wanted to help in this process.

-They wanted to read to their children.

-Their friends were succeeding in learning English communication skills.

-Their friends were attending the school.

-The Office of Economic Opportunity project provided stipends for heads of the family to attend school.

In analyzing level two students -- Mexican-American students with some English language skills and other basic skills -- the following expectations were noted: They wanted to improve their language skills, their computational skills, and develop knowledge of U.S. History and Civics. The basic reasons were as follows:

-To advance in work type, usually not identified.

-Self-improvement and self-satisfaction in basic computational skills.

-Improve consumer skills and gain practical application.

-To pass citizenship tests.

-To occupy time until field work was available.

-To become teacher aides and assist others.

Level one and two students equated their education with their children but failed to relate education to another type of existence. Level one did include one plumber, one electrician, one mechanic, and two cabinet makers who could communicate only in Spanish. The plumber and mechanic had left their tools in the Southwest and returned to the migrant life. Actual status in the trades is questionable, but all did evidence real knowledge in their fields.

In analyzing the third level -- the literate Spanish-speaking adults -- it was found that these students did relate to more distant objectives but failed to identify or demonstrate any vocational knowledge other than in areas of agriculture. Self-image and prestige factors often proved the sole purpose for identification with an area of employment. Knowledge as to the requirements or duties of a job were not known. In only two cases in level three was the G.E.D. (General Equivalence Degree) test of any consideration.

A fourth group -- evening school Anglosized Mexican-Americans achieving above the fourth grade level -- related educational advancement to the General Equivalence Degree (G.E.D.) test; vocational and trade schools; college work, primarily Linfield College programs (local four year college) which are encouraging Mexican-American participation; improvement of skills related to advancement on present jobs; and finally to gain employment.

The Teaching Staff.

Anglo-American Teachers. It was found that the Anglo certified teachers were inappropriate in most cases for the following reasons:

1. They are not culturally aware or atuned to rural poverty. needs.
2. Often they were not sympathetic to the complexities and frustrations of poverty and minority group problems and were impatient with student inability to quickly cope with them or were overly sympathetic, but with no practical solution to overcome their problems, and they were primarily charity-oriented.
3. These teachers could identify a problem but could not relate an educational experience to cultural needs in a practical learning situation.
4. These teachers failed to recognize informal inquiries relating to a topic as possible indicators of student interests for possible utilization in development of a more meaningful approach to the student's educational program. Preconceived and self-determined evaluation of student needs by the Anglo teacher created a blindness to student realities and on occasion would hinder student learning.
5. Past traditional teaching techniques continually surfaced and hindered development of individualized instructional techniques and program development. Anglo-staff often became defensive and frustrated when required to meet individual needs and use of individualized instructional techniques.

Mexican-American Teaching Aide. The use of the Mexican-American para-professional who had received the same inservice training as the Anglo-American teacher, greatly enhanced the MAPAR Program. The following characteristics were found beneficial to the overall program goals:

1. The Mexican-American para-professional was aware of cultural and poverty needs and problems.
2. They were capable of identifying student needs and interests and relating these to educational methods and goals.
3. They could and would use bi-lingual instruction to clarify and provide further understanding of a basic skill when needed.
4. They were often fully aware of external domestic and job problems the individuals in the school were encountering and could create interest accordingly and provide information to the counseling and administrative staff.
5. They had the confidence of the students who were often reserved with the Anglo-teaching staff.
6. They were dedicated to their people and constantly working to improve their knowledge and skill of teaching.
7. They proved to be apt students in teacher-training workshops both locally and nationally. Their knowledge and poise has brought recognition at several major teacher-training institutes.
8. They have been impatient with constant use of traditional methods of instruction and readily adapt to using the best of traditional and individualized techniques of instruction. They have demonstrated both flexibility and creativity in

the creation of educational learning units.

Teacher Inservice Training. We have found that our teacher inservice training has been most effective with the Mexican-American para-professional. Attempts to train the Anglo-American professional teacher were at best only partially effective for dealing with the educational problems of the undereducated Mexican-American migrant or ex-migrant with language deficiencies.

Teacher training relating to Anglo-teachers was ineffective in the areas of cultural and poverty understandings and at best only partially effective in changing traditional concepts of teaching techniques.

The training program was successful with Mexican-Americans who were already aware of cultural and poverty problems. These people were not traditionally bound by past teaching techniques which they had previously learned.

Our experiences with our training and inservice programs pose the following questions: It is possible to create the awareness and understanding necessary to provide for fully effective teaching of this minority to the average middle class Anglo-teacher? If so, is it possible to identify to a satisfactory degree those characteristics that make such awareness understanding possible?

It is our belief, based upon our experience this past year, that the average Anglo-teacher is less suitable for teaching the minority student who is culturally and educationally disadvantaged. In order to adequately cope with the specific problems of this unique population, a good foundation in special education and educational psychology is a prerequisite. The training of para-professional Mexican-Americans seems to be more feasible than re-training the certified public school teacher.

Consultants. Consultants in the general areas of education were readily available locally and within the state. However, in developing our E.S.L. Program (English as a Second Language) it was found that ESL resource consultants in the State of Oregon and in the Northwest were not available. As a result we had to rely on assistance from sources in the Southwest, i.e., Southwestern Cooperative Educational Laboratories, Albuquerque, New Mexico, and Proteus, in Visalia, California.

We also experienced a lack of available consultants in the areas of inculturation and self-identity of minority. Such consultants are seen as a major element in any relevant minority educational program.

Day School Instructional Materials. It was found that adequate instructional materials for this population have yet to be developed. This forced innovation with the use of existing materials and the development of new materials. Basic findings indicate:

1. In the evaluation of published materials it was generally found that the materials were not culturally relevant to the Mexican-American population.
2. The interest level present in existing materials is often too low for an adult population and seems geared for children.
3. The materials were not written in Spanish, but in English.
4. It was found that suitable materials for diagnostic purposes were non-existant for the rural Mexican-American, Spanish speaking, ex-migrant and migrant.

Night Program Findings

Student Description. The night school students were Anglo-Americans or Anglosized Mexican-Americans with little or no difficulty in using the English language. They had developed middle class educational values and all participants could operate at approximately the 4th grade through

8th grade level in achievement. The following statements summarize the general student findings:

1. The students were already quite motivated. They usually wanted to acquire the G.E.D. certificate and continue their education for job purposes.
2. The students had preconceived ideas as to skill or skills they needed.
3. In practice we found it best to respect the student's identification of his needs -- diagnostic tests were given only in that area upon entrance. As students gained confidence in their ability to learn and in the staff, they would then identify basic skill areas which their ability to perform was a source of real embarrassment and a sign of real failure.
4. Student success in one or two basic skill areas soon encouraged student requests for counseling in areas related to education, personal problems, domestic problems and vocational guidance.
5. Informality and freedom of movement also enhanced this phase of the program for the adult.
6. The student should spend at least two hours in the center per week even though he regularly does his work at home.
7. Students reacted favorably to methods using systematic learning steps and personally could see, hear, or determine their rate of achievement.
8. One instructor was soon able to manage 15 or more students.

Night Teaching Staff. We found that we had good success with Anglo-American teachers (as in the Day program) who had been trained in Special Education, Remedial Education, were counselors or had specialized in teaching the under-achiever or problem student. The general nature of the

adult educatiqnal needs requires a basic knowledge of all the basic skill areas. As a rule the Anglo-American elementary teachar proved superior to the secondary teacher. Both proved to be less capable of handling this educational assignment than the aforementioned special educators. We found these people as a rule to be:

1. Adaptive and creative in meeting the unique needs of each person.
2. Capable of establishing confidence and developing basics for privileged communication and counseling.
3. Able to diagnose student inadequacies and select appropriate materials to treat these educational voids.

Night School Instructional Materials. Commercially prepared programmed materials and standard workbooks and texts were adequate and the selection large enough to provide us with satisfactory materials to meet most contingencies or at least create learning units from a variety of publications.

Test and diagnostic material adequate for our purposes proved to be quite limited. Valued data was, however, gained through a number of well known and widely used tests. Diagnostic tests in skill areas utilized a wide variety of tests created by various publishers. In several cases we did have to create our own tests to determine problems in reading skills.

Conclusions and Recommendations

The MAPAR Project management concludes that basic findings enforce the concept that a systematic individualized educational program is feasible for both the under-educated Anglo-American and the Mexican-American migrant or ex-migrant, regardless of language or literacy achievement. Socio-economic status and cultural identification suggests that such an individualized program must be designed to provide for two levels of educational objectives.

Program Design

The general program format recommendations for educational programs such as MAPAR should consist of the following:

Phase I of the Program. Must relate to the Mexican-American (Spanish speaking or with limited English language proficiency) migrant or ex-migrant who is poverty oriented. Their educational background may vary from complete illiteracy to acquired basic skills in Spanish or English at grade level achievement 0-4.

The objectives of Phase I should develop the skills, understandings and experiences, which will establish the poise, confidence and knowledge that is necessary to realize individual potential and to allow advancement within the community. This gestalt approach should relate to the growth of the family and not just to the individual.

Phase II of the Program. Must relate to the Anglo-American or Mexican-American with middle class values towards the importance of education. Entrance levels of acquired basic skills should approximate 4th grade equivalency.

The objectives of Phase II should provide for the identification of basic skill achievement level, be diagnostic to correct educational

difficiencies and provide a self-pacing, individualized educational sequence that is compatable with the individual's needs and goals. The program should further help the student establish self identity and establish goals which can be achieved. Upon completion the student should have the competency to successfully achieve and master traditional instructional programs as is found in vocational and trade schools, industrial training programs, etc. The scope of instruction then is both pre-vocational basic skills and personal development.

These two phases however, must be compatable with one continuous educational sequence. The lack of English language skills acts as a major barrier for the advancement of the Mexican-American even if he has had some formal education and has acquired a degree of skill in the trades. Competency in the use of the English language establishes a logical line of demarcation between the two program phases.

To achieve the objectives identified in Phases I and II, the MAPAR Project has identified the following areas of concentration we feel are essential to reaching these goals.

Recommended Design for Phase I (Day Program)

Phase I

1. English language competency in the oral, written and reading skills to a competency level that assures in the use of instructional materials and understanding of oral instruction equivalent to that of 4th grade achievement.
2. Self image and minority group identify instruction should include traditional history, Mexican-American history and

minority group history, and should emphasize the traditional history and civics of the nation, Mexican-American role and contributions to the nation and those of other minority groups. The study of modern problems of the nation, the Mexican-American and other minorities on national and local levels are indicated. The student should be knowledgeable of the major Mexican-American movements, their leaders and objectives. Each student should be fully aware of national and local civics relating to individual rights, responsibilities and representation.

3. Family life education is essential and should encompass practical and applied study in domestic economics, family, health, welfare, and education.
4. Vocational exploration and counseling is essential if the individual is to establish long range goals and is to be motivated and benefit from his educational experience.
5. Applied academics establishes the basic of practical application of basic skills to the previous areas identified as essential to Phase I.
6. Through-out the program counseling, guidance and instruction should build upon the concepts of individual development of long range objectives and achievements.

The depth of program content as suggested in Phase I combined with language deficiencies in English dictate a bilingual approach for in-depth study of the various subjects. The bilingual approach should reinforce and use the English language skill already acquired and utilize Spanish to build in-depth knowledge where English language proficiency

is insufficient to create understandings needed. The bilingual approach does not penalize the student because of language deficiencies, and should recognize factors of attention span, motivate the student and should provide for individualized programs built on skill performance levels.

Teaching Staff Recommendations. Teaching staff selection is critical if such a program is to work efficiently or at all. This type of program both dictates and suggests some definite teacher requirements.

1. The instructor must be proficient in the language skills of both the minority group and English.
2. Must understand the values, needs and problems of the culture and poverty of an individual for a collective bases.
3. Be aware of the conflicts in values that may interfere with and are created by the educational process.
4. Preferably acquainted with the minority community and have its respect and trust.
5. Be proficient in skill areas to be taught.
6. Be a student of education and desire to improve ones skills and knowledge for the betterment of "the people".
7. Have adopted middle class values towards education but yet retained many elements of the minority culture.

Staff Training. It is our opinion that training of para-professional teachers (men and women) selected from within the minority group is economically sound in terms of time and money spent. The minority member student teacher alleviates the difficulty previously experienced in the areas of cultural and poverty awareness and understanding. It has been our experience and misfortune to have subjected middle class Anglo-American teachers to a variety of programs where many long term hours

have been spent to try and create such understanding or "sensativity." The end result has been questionable and we suspect produced more cultural and poverty unawareness and misunderstanding than that which was intended.

Techniques of individualized instruction have had various effects upon our anglo-staff, for a few it was refreshing, for some a threat. Over-all they had to be instructed and taught both basic principles and how to develop programs. In the final evaluation, it was the minority members who became most proficient in creating relevant usable instructional materials.

The minority para-professional must be taught the educational learning and teaching knowledge, and technical skills that the anglo-certified teacher already has been taught. However, these can be taught and what is taught can be oriented directly to the educational system and its clientel. This phase of the training is received by fresh minds and is not one of retraining or changing old behavior patterns and fixed concepts.

It is further reasonable to assume that the minority member para-professional instructor may be possibly a more dedicated individual in this context.

Para-professional Teacher Training. We have identified the following areas of instruction as essential to minority Mexican-American para-professional teacher development:

1. Cultural and poverty awareness - usually learned from previous experience. Seminars are effective in relating to educational objectives and to the adult as a learner.
2. Educational fundamentals - principle of learning in the learn-

ing sequence, fundamentals of testing and guidance, the use of diagnostic test data, group dynamics, the adult as a learner, etc., must all be taught early in the program through practical application and in-service programs.

3. Required teaching skills -

   a. large group, small group and individualized instructional methods

   b. systems approach, media technology, micro-teaching and programming techniques

   c. the use of student information to establish learning objectives and for over-all program evaluation

   d. to adapt or create learning materials into bilingual learning units established upon student needs and motivations

   e. to evaluate effectiveness of both commercially prepared and local educational materials and to revise or recycle units where necessary

   f. through familiarity with educational hardware be able to understand a variety of media and its potential.

   g. classroom management, modular scheduling techniques, development of lesson plans and daily record keeping

   h. instruction in the technical skills necessary to use and operate audio-visual equipment

Instructional Materials. At this time, appropriate bilingual educational materials for individual and small group learning units are practically non-existant. Many materials, although not culturally oriented or designed as self instructional materials do serve as a guide in organization and developments of teacher prepared units. Teacher

prepared learning units have the definite advantage of meeting individual needs. The following description is MAPAR's concept of the necessary "learning unit" components. The degree of sophistication depends upon who creates the unit.

A learning package should be made with the following considerations and criteria:

1. Establish the entrance skills necessary to work the given unit.
2. Provide a pre-test to diagnose which objectives or skills are needed.
3. Establish a measureable terminal objective.
4. Establish the enabling objectives necessary to accomplish the terminal objective.
5. Provide criteria tests for each enabling objectives.
6. Provide a post-test to determine student accomplishment related to the terminal objective.
7. The tests should be diagnostic as well as skill oriented.
8. Should use a variety of materials, audio-visual, etc.
9. Be bilingual in relation to English language preference.
10. Should make the student an active and not a passive participant.
11. Materials should relate when possible to other subject areas-i.e., ESL, academic, family life education and vocational experiences.
12. Program should be self-contained as possible and provide for the various types of problems the student might encounter,e.g., in learning configuration skills, mirror images or other visual discrimination problems may be encountered.
13. Provide alternate routes to the terminal objective and recog-

nize need for reinforcement materials. Student material preferences should also be a consideration.

14. Units should be economical both in use of teacher and student time effort.

15. Should be culturally relevant with the interest level oriented to the student.

16. Should allow for individual self-pacing as well as group instruction.

17. Should give the students practical explanations or examples as to how the new skill to be acquired can be used.

In using para-professional instructional personnel it is imperative that all explanation, instructions and recommendations be simple, explained in terms that are non-technical in nature and can be comprehended by the para-professional with minimum training. At present, several formal "Learning Units" are being developed by the MAPAR staff. These are in the areas of basic communication skills, consumer skills, and job application skills.

Recommended Design for Phase II (Evening Program).

In the establishment of a learning center oriented to the specific needs of the educationally disadvantaged adult, the following recommendations are offered:

1. Identify the student's self concept, motivations and academic achievements in the related basic skills. The concept of self identification of needed skills to be acquired potentially has greater motivational influence. The seeds for this identification of need are often the result of instructional influence, guidance and counseling and are not truly original

with the students.

2. Aid the student in techniques of evaluating and establishing reasonable goals, i.e., recognition of individual strengths and weaknesses, and economical and physical limitations, etc.

3. Provide a personalized educational self-pacing program that will systemically advance the student through remedial, corrective and relevant materials.

The Teaching Staff. The teaching staff should be selected from special education or counseling personnel or those who have demonstrated an aptitiude for individualized instruction. Counselors should be available to work and talk with students at all times.

The Materials. The materials can be commercially prepared materials as they are available. For special cases they can be adapted and combined to create learning units where diagnostic tests have located student deficiencies. The tests available on the market at this time are limited but are sufficient to provide information needed to determine skill attainment. Programmed materials, pre and post-tests, are also further sources for determining skill attainment.

The Phase II program is similar to other programmed learning center programs and has proven to be most effective.

The MAPAR Education Format for 1969-70.

In the development and operation of a demonstration project which will successfully cope with the aforementioned difficulties encountered during initial year, the MAPAR Project has formulated the following educational format for the Spanish-speaking rural undereducated.

The Bilingual design - (See Figure 1).

Design MAPAR Educational Program

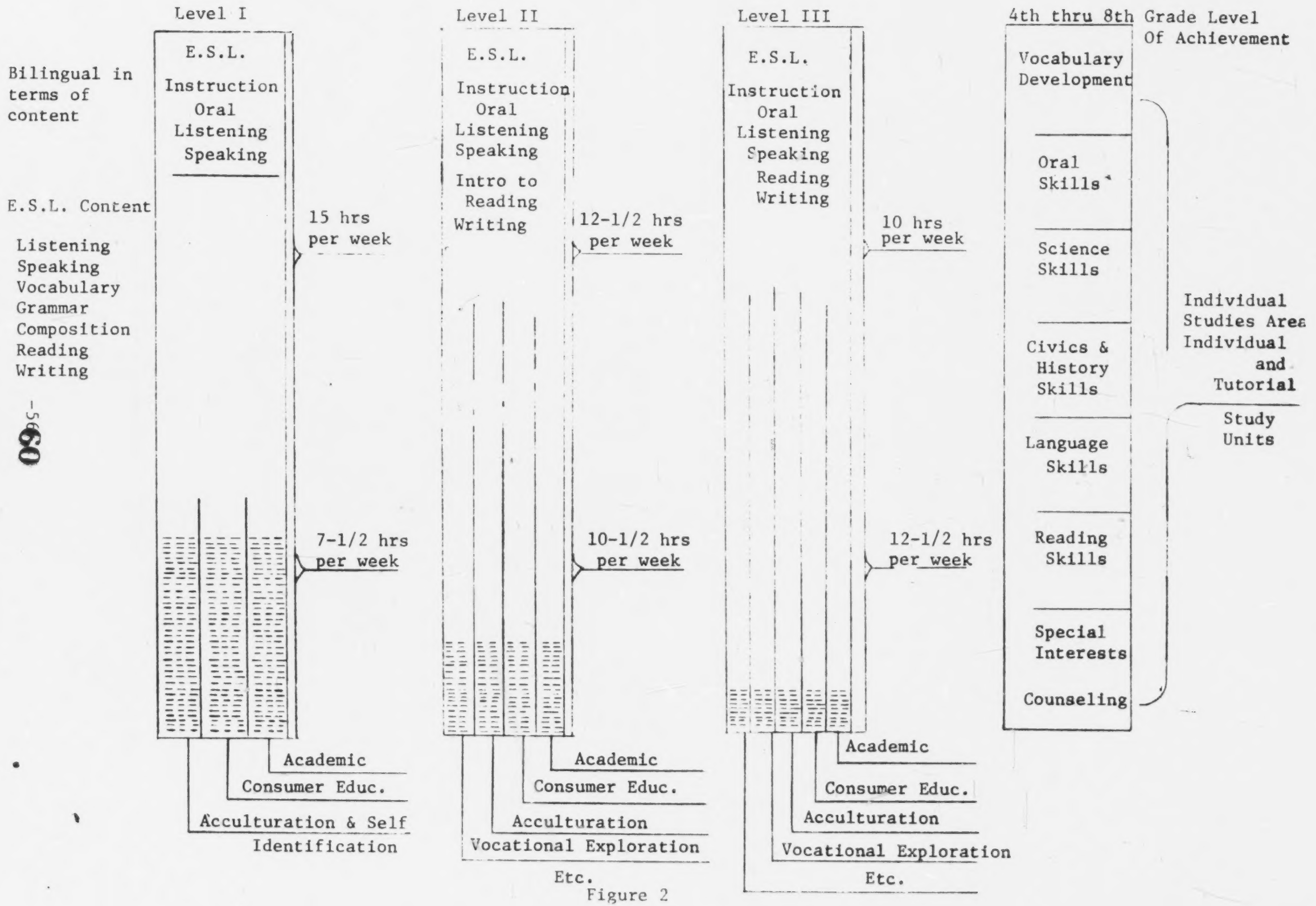

Figure 2

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Level I (ESL I). To establish and operate, through a bi-lingual approach to English an educational program that will provide various levels of entry for the Spanish-speaking adult. The first program phase (ESL I), will be directed at the Spanish-speaking adult who has minimal understanding of the English language. The program at this level will be primarily designed to develop the student to the stage where he will be able to identify and speak very simple, basic and pragmatic patterns in English; be able to distinguish the letter and sound of the alphabet; be able to recite orally the various means and ways of prudent shopping; and name the various agencies in the community which may be of assistance to him. Further, this phase will provide initial instruction in practical mathematics and the improvement of self-image. Briefly, ESL I is designed to give basic instruction in oral language, consumer education and self-identification.

Level II (ESL II). The second program phase (ESL II), will be directed at the Spanish-speaking adult who can successfully achieve the competencies described in the above phase. ESL II is designed to bring the student to the point where he will be able to identify and speak complete English sentences used in daily life as well as be able to write simple sentences; be able to describe orally how democracy functions; be able to compare ways and means of saving money by using comparative shopping techniques and wise budgeting; be able to solve math problems by using multiplication, division, addition and subtraction as related to daily experiences. Briefly, ESL II is designed to increase the level of understanding of those elements in ESL I and to extend the use of English by the students.

Level III (ESL III). This program is designed to increase the com-

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petencies of the Spanish-speaking adult to the level where he will be able to construct complete ideas in oral English as well as write short paragraphs on any subject he deems interesting; be able to read simple materials such as "News for You," newspaper articles and ads, etc.; be able to read prepared materials to obtain his citizenship if desired; be able to read and describe any simple and relevant history book dealing with the discovery and conquest of Southwestern and Western U. S. as well as other general materials; and be able to differentiate the quality of articles bought in relation to cost, etc. Also included at this level is the major focus on vocational exploration, e g., job seeking, applying for a job, interviewing, job availability, etc.

In the above stated objectives of the ESL day program, the overall program design is flexible enough to allow movement of individuals between program phases. For example, an ESL I language student could be in ESL III math, etc; depending upon his previous background, acquired knowledge and achievement.

It must be made explicit that the program as now designed is dependent upon mastery of specific competencies. It is flexible in that one individual could be in any aspect of all three phases at a given time. It will provide maximum personal contact and will incorporate student help in development of materials and overall coordination of the programs format. The curriculum will be designed to fit the student not the student to fit the curriculum.

Level IV, Individualized Learning Center Program. This program includes the night program which is primarily for the English-speaking adult with a functional grade-level achievement of 4th to 8th grade level. It is designed to identify educational needs and provide a per-

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sonalized program. The activities of the night program for this coming year will include improvement in the testing and evaluation activities and further development of techniques based upon micro-teaching units. The classes are open to the public four nights a week, Monday through Thursday from 7 PM to 10 PM.

MAPAR Activities for the 1969-70 Year.

1. MAPAR has contracted with the Southwestern Cooperative Educational Laboratory of Albuqueque, New Mexico for the development of Bilingual basic educational materials. These units are to be designed on a systems approach utilizing concepts of measurable enabling and terminal objectives. These units will include both audio-visual and pencil-paper materials. The materials further include both pre and post tests which shall provide both diagnostic and achievement evaluation. The learning packages are to be designed for instruction of either the individual or the group. The format of the units shall further be designed to meet individual problems and needs and be a self-contained educational unit designed for use by para-professionals or lay instructors.
2. To further develop a teacher preparation program which will provide the teaching personnel the knowledge and skill required to teach bilingual classes. The teacher and teacher aide training program will consist of preparation which will emphasize awareness of individual differences; cultural and socio-economic influences; techniques of micro-teaching; use of behavioral objectives in development of educational units; use of media in teaching the minority; techniques in teaching

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ESL: modular scheduling techniques; diagnostic testing techniques; use of appropriate data compilation for record of student development; etc.

3. During 1969-70 MAPAR has contracted to prepare culturally relevant instructional materials developed specifically for the Spanish-speaking adult. During the initial year of operation, the MAPAR staff found numerous inadequacies with the existing teaching materials for this population. The existing materials have an English-speaking orientation and do not provide for the self-identify element found to be necessary. Further, the cultural contributions of the Mexican-Americans were not dealt with in any satisfactory manner.

4. To further refine and develop the bilingual English as a Second Language program and individualized learning center program. These activities will include areas of testing and evaluation, materials development, counseling and recruitment as well as contractual agreements and areas of staff training.

Other program activities will include such elements as; locating and developing methods of motivating and recruiting hard-core illiterates and eduationally deprived; promotion of community interest and support from the center and its activities; correlation of resources of public agencies providing methods of assisting students in personal problems which are detrimental to their continued education; and to provide satellite educational programs in migrant camps, in homes, and elsewhere in Yamhill County.

Summary

The basic design of the MAPAR program correlates educational and

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group counseling with the ways and means of leaving the migrant stream and establishing permanent roots. By utilizing the Spanish language as the major means of conveyance of ideas, the Mexican-American students are provided a basic level of entry, ESL I, and a gradual reliance upon English until ESL III is almost entirely English-oriented. Upon completion of ESL III, the student is ready for the fourth level of the MAPAR program. The fourth level is almost completely educationally oriented and is designed to assist the student in development of long range goals and appreciation of academic endeavors.

The Mexican-American Public Aid Recipients Project has completed a successful first year of operating and foresees as much if not more growth during the next project year in further program refinement and over-all development.

It has been our desire through this report to describe the MAPAR project, it's problems and the unsuccessful and successful solutions in such a manner that the information herein could be easily disseminated. No one document can describe fully the total MAPAR project. There are additional facts that will emerge after completion of this report. Because of this and the fact that the MAPAR project is continually upgrading and innovating within its structure, we encourage those that are interested to contact the MAPAR project directly. We feel we have begun to understand the needs of the Mexican-American educationally disadvantaged adult and are beginning to develop a workable educational format. However, our task is far from finished and any assistance or suggestions would be most welcome.

John Wiedwell
Project Director

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